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ABSTRACT

Quality Performance Accreditation (QPA), as mandated by the Kansas State Board of Education, requires schools to document student learning through multiple assessment strategies and requires students to participate in state-developed assessments in reading, writing, mathematics, and science. The Kansas National Education Association has joined other National Education Association affiliates in studying state efforts in assessment and accountability. Their study is supported by the state and the Mid-Continent Regional Educational Laboratory. The impact of QPA and state assessments on Kansas teachers is being investigated through a study of the efforts of six pairs of teachers who have met and used video conferencing to explore the impacts of assessment. This first year's report makes clear the teachers' understanding that assessment is, above all, a process. Teachers are recognizing their need for further training, and are acknowledging that alternative assessments are giving them valuable additional tools for improvement, but are in themselves no panacea. An appendix includes application materials and site information. Materials from six study sites are also attached. (Contains 59 references.) (SLD)

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ED 379 330

ASSESSMENT ALTERNATIVES STUDY GROUP

YEAR ONE REPORT

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ASSESSMENT ALTERNATIVES STUDY GROUP (AASG) YEAR ONE REPORT

Why We're Here

As Kansas moves to a school accreditation system based upon student outcomes and school improvement processes, teachers across the state are finding it necessary to review longstanding practices and to reassess assumptions about how and what they teach and test.

Quality Performance Accreditation (QPA), mandated by the Kansas State Board of Education in 1991, requires school faculties to document student learning through multiple assessment strategies. It requires decisionmaking based on more than one data source. It requires learner exit outcomes at the District level and grade and/or course outcomes. It also requires alignment among those outcomes, the curriculum, and student assessment.

Kansas also requires students to participate in state developed assessments in the subject areas of reading, writing, mathematics, and science. (Assessments in social studies, speaking, and listening are to be added in the near future.) The results are part of the data reported through QPA.

Kansas NEA became concerned and interested in what teachers were doing to implement QPA and the state assessments, how they were learning any necessary new assessment-related skills, and where they were finding dissonance between previous classroom practice and new ideas.

In the fall of 1991, KNEA joined the Accountability and Assessment Consortium, a group of 10 other NEA affiliates and the NEA division of Professional Standards and Practice, to study state efforts in the areas of assessment and accountability. The following summer, the Consortium awarded $10,000 to KNEA, the Kansas State Board of Education (KSBE), and the MidContinent Regional Educational Laboratory (McREL) to study the impact of QPA and state assessments on Kansas teachers. A unique component of the proposal was the use of two way audio-video telecommunications systems to facilitate meetings.

Kansas NEA has supplemented the NEA grant with more than $20,000 in grants and with staff support. McREL assigned two staff to work with the group and has provided several thousand dollars in monetary assistance. KSBE assigned one staff person to work with the group and has provided access to the Board's fiber-optic communications network at no charge. In addition, the six school districts which employ the teachers in the Study Group have contributed in various ways: paying for substitute teachers, providing access to USD vehicles, facilitating schedules and joint planning time, etc.

The KNEA-KSBE-McREL project was designed to complement work begun a year earlier by the Virginia Education Association (VEA) and the Appalachia Educational Laboratory (AEL) as their contribution to the Accountability and Assessment Consortium. We acknowledge all of the positive contributions of the VEA-AEL project and attribute none of our shortcomings to them.

Who We Are
Six pairs of teachers were selected to participate in the Kansas project. Applying in pairs, the teachers had to agree to work with a colleague, to commit to the project for at least two years, to document work underway throughout the life of the project, and to investigate alternative student assessments in a multi-disciplinary setting. The teachers represent elementary and secondary schools, come from urban and rural settings, and live in the northeast, central, south central, and southwest sections of Kansas.

[See Appendix A for a copy of application materials and information on the sites which were selected.]

The project's name is significant: originally intending to focus on alternative assessments, the two words were reversed, resulting in the Assessment Alternatives Study Group (AASG). This was prompted by our KSBE staff member attending the NWEA Annual October Institute, Assessment Alternatives, where it was emphasized that what we're dealing with are not alternatives <u>to</u> assessment, but <u>assessment alternatives</u>.

What We've Done
February, 1993 The twelve teachers and four staff representing the sponsoring organizations met for two days to get acquainted, to establish a common vocabulary about assessment, to equalize knowledge about the Kansas assessments, to clarify philosophies of teaching and learning, and to develop long and short term project goals.

Through our contacts with McREL, we had early access to <u>Learner-centered Psychological Principles: Guidelines for School Redesign and Reform</u>, developed by The Presidential Task Force on Psychology in Education of the American Psychological Association. This document proved invaluable as the basis for discussion about the philosophical underpinnings of our individual and collective work on assessment. The 12 principles and their implications were the vehicle through which we articulated and examined our beliefs about teaching, learning, curriculum, and school climate and culture.

March, 1993 Once we met each other, we couldn't stay apart for long! We reconvened for two more days, this time with Diane Paynter, a co-author of McREL's <u>Authentic Assessment</u> training. Diane helped us understand terminology (outcome - proficiency - standard - benchmark - rubric) and apply it when developing authentic tasks. We didn't know until later how crucial this information would be for our work.

June, September, October 1993 We eagerly awaited our first video conference. We planned to use the two-way fiber optic telecommunications system established by the State Board of Education to allow us to get together electronically, since distances and schedules prohibited more frequent face-to-face meetings. Our efforts met with varying degrees of success.

Difficulties with satellites, local equipment, and system schedules caused frustration. We discovered that communicating between two sites was satisfactory, but that when a third site was added, one site always seemed "left out." We also tried to communicate through the State Board of Education's bulletin board system and later through NEA Online.

We discovered that the need for training and for a comfort level and familiarity with the electronic systems was almost greater than the need for the necessary equipment to link us. Most schools had the "stuff," but often it was hard to find the people who knew how to make the "stuff" work.

Another concern arose around the hidden costs of electronic communication: who would pay for the phone line (especially in schools that had only one or two to start with) and its related charges? Who would pay for the long-distance charges to connect the computer with the nearest phone node (only two of our sites are located in communities with a local access number - and one site had cheaper rates calling Denver than anywhere in Kansas to link up!) The frustrations caused by the wonderful world of technology sent us scrounging for enough money to schedule another face-to-face meeting.

In **November, 1993**, the AASG met face-to-face to review our work to date and to draw preliminary conclusions that could be shared with other practitioners.

What We've Learned

What follows is a compilation of our best thinking around three questions:

1. What do we know now that we wish we had known when we began this project? (including both the content of assessment and the process of change)
2. Of these things, what would we tell someone just getting started?
3. What things do people have to learn on their own?

To organize our answers, they are coded to represent whether they are best told (T) or learned (L), from our experience. Some are dual-coded (T,L) purposely. Quotes from participants recur throughout the answers that follow. "Participants" can be any of the seventeen folks involved in the AASG, teachers or agency staff. We are all involved in this group as learners - none of us began as an expert, none of us claims to be one now.

What We Know Now That We Wish We'd Known When We Began

Things best told	Things best told/learned	Things best learned
Having a partner is critical	Assessment is a process which changes continually	There are many different assessment strategies and options
Training, training, training, training	We can never do it all, and that's no excuse for not starting	There are intrinsic rewards in using assessment alternatives
Understand rubrics	A common vocabulary must be established	Attending to assessment alternatives causes us to examine everything else
Assessment alternatives provide a structure for multiple levels of accountability		
We must be willing to take risks		
Start small, but start!		

(T,L) Assessment is a process, continually changing.

(T,L) Assessment is a process. We will never do it all. That is no excuse for not starting.

(T) Having a partner is critical. It is ideal to have a partner at the same grade level, but having one in the same building works, too. Partners provide support and encouragement. "I need my PIG (Partner in Greatness)," one participant explained. Partners ensure that a support system exists, for sharing ideas and frustrations. "There are lots of settlers out there - you need to find another pioneer," another commented.

(T,L) Terminology (vocabulary) must be commonly understood. An attribute of any profession is its unique vocabulary, a language with which to talk about its practice. Having common definitions of frequently used term and phrases is a shortcut, minimizes confusion, and enhances access to other colleagues and their work. "You must 'know the code' to communicate," a participant explained.

(L) There are many different forms of assessment available. Their differences are important, for they allow teachers to balance student learning styles with the goals of assessment. This mixture of "tools" provides a quality way to use traditional and alternatives methods of assessment. They also validate teacher judgement as a rational assessment strategy.

(T) Training, training, training. We need training from experts, to learn things we don't already know. We need training from each other, to learn what colleagues have discovered. We need training at the beginning of our investigations into assessment and throughout our journey. Sometimes we didn't know what training we needed until we had tried something "untrained."

We must also be knowledgeable, discriminating consumers of "training from experts." Reading, talking with colleagues, reacting to what "sounds right" and "feels right" is valuable - not every expert has advice that is right for you.

And, we learn by doing. "Sometimes you just have to jump in," one participant declared. Keep track of what you read, what you try, what works, what doesn't work. "Notebooks (or notebook computers) are essential," one participant laughed.

(T,T,T,T) Rubrics. **RUBRICS ARE NOT A FORM OF ASSESSMENT. RUBRICS ARE THE CRITERIA FOR ASSESSMENT.** (In case you didn't notice, we think this is IMPORTANT.)

We had to learn what rubrics are, how to use them, how to design them.

Using rubrics makes sense in many ways:

- scoring is more objective, the assessment is completely aligned with the instruction

- students take more responsibility for their work when they know and have helped develop the rubrics with which their work is assessed
- rubrics encourage clear assessment targets and clear expectations

Developing and using rubrics takes time. But that time is returned three-fold:

1. it takes less time to grade
2. grading is more objective
3. students get more explicit feedback on their performance

Rubrics require a reallocation of time, for both teachers and students. Time is spent developing and scoring sound assessments, not preparing and grading worksheets.

Sometimes it's OK to write a rubric after the fact so that you have it to use next time. When teaching new or unfamiliar content, you may not be ready to write the rubric first. You may need to "do it" before you're ready to finalize the rubric you want. You may find that the rubric needs to be rewritten after its first use. That's OK, too.

(L) Using assessment alternatives has intrinsic rewards for teachers and for students. For teachers, they are rejuvenating. They make us more aware of the purposes of our teaching. They link instruction and assessment. "Pioneers explore so that the settlers can come," one participant explained.

For students, they increase students' knowledge of what's expected of them. Students take more pride in their work, they get more involved.

(T) Accountability. "If I can't answer, 'why do I teach xxx,' why am I teaching it?" Assessment alternatives provide a structure for examining the purposes of teaching. They make us question what we do and why we do it that way. They also encourage students to ask the same questions. Through this kind of questioning, we learn much more about students and they can learn about themselves.

In addition, the specific feedback generated by such assessments allows us to communicate more clearly with parents, with administrators, and with policymakers about what students are learning.

(T) Being a risk taker is necessary. The pioneer theme is appropriate again: Andre Gide said, "One doesn't discover new lands without consenting to lose sight of the shore for a very long time."

First and foremost, this requires administrative encouragement and support, or at the very least, non-interference.

Taking risks also requires a high tolerance for ambiguity. You

won't be perfect on day one. We found ourselves always changing, improving, adapting our assessments. We learned that some things work and some things don't, no matter how much time you put into them.

Don't let the resistors, the "make me" people, get in your way. And don't take their resistance personally. Real leaders are not always popular. Once you get started, you'll discover support that you never knew existed. "Sometimes you might be stroked, sometimes poked," a participant commented.

Always be driven by what is right for the students and for the process of teaching and learning, not by external support, or lack thereof.

(L) Attention to assessment causes you to examine everything else. "It reminds me of my grandmother's at Thanksgiving," one participant explained. "She served a huge jello mold on a plate. Whenever you poked it in one place it wiggled somewhere else. Instruction, curriculum, and assessment all wiggle whenever you poke one of them."

(T) Start small. Choose one subject you teach, one class. Gather information about assessment alternatives that might work. Adapt from what others are doing. DON'T try to change everything all at once.

What We Are Still Learning

An ongoing topic of discussion involves student grades. Most of us are still required to assign grades to students. How do we reconcile the use of rubrics with assigning grades? How do we translate rubric scored assessments into grades? How do we help colleagues and parents understand what we're doing? So far we have no definitive answers, we are working on several possible solutions, and we know we aren't satisfied yet.

Another frequent topic is proselytizing. We're pretty excited about what's going on. How do we share that enthusiasm without becoming obnoxious to our colleagues. We have several suggestions:

a. be aware of how adults move through the stages of learning and change
b. lead by example - "walk your talk"
c. be willing to share, both successes and failures
d. most important: never underestimate the difficulty of someone else's change

Most important of all: we are still learning that assessment alternatives are another tool to help us meet the needs of all students, but THEY ARE NO PANACEA.

KNEA - KSDE - NEA - McREL
ASSESSMENT ALTERNATIVES PROJECT

Kansas National Education Association, in collaboration with the Kansas State Department of Education, the National Education Association and the Mid-continent Regional Educational Laboratory (McREL), is beginning a project to enable teachers to develop, implement and disseminate their findings on assessment alternatives.

Rationale: As it reconceptualizes K-12 education through implementation of Quality Performance Accreditation, the Kansas State Board of Education is studying the issue of new assessment alternatives to measure student outcomes. While acknowledging that there is some utility to information derived from standardized, norm-referenced tests, the Board has indicated that other forms of assessment can yield fruitful information about what students know and are able to do.

Because assessment results are used to make important decisions about students and schools, the information provided ought, to the greatest extent possible, to give direct evidence of actual performance. Alternative forms of assessment have the potential to provide better evidence of student performance.

The National Commission on Testing and Public Policy, in its report, "From Gatekeeper to Gateway: Transforming Testing in America," suggests that students should "supply answers, perform acts, demonstrate skills, create products, and supply portfolios" so that there are multiple sources of information upon which to base important decisions.

In addition, the Kansas Legislature and the State Board are mandating assessments in communications, mathematics, (both underway currently) science, and social studies (both under development). These assessments, based upon national and/or state curriculum standards, assume that an alignment exists among these standards, the local curriculum, teaching strategies, and assessment strategies.

This project is designed to explore assessment alternatives and their relation to QPA requirements and the new state assessments.

Questions: The following questions will guide the project:

- ✓ ***How does instructional practice change to accommodate specific mandated state assessments?***
- ✓ ***What effect, if any, does a state mandated accountability system have on instructional practice? teacher efficacy? teacher working conditions? student attitude? student achievement?***
- ✓ ***What effect, if any, does distance learning technology have on staff development activities?***

Participants: Six pairs of teachers, each pair from the same school building, will comprise the project group. The following criteria describe the kind of participants for whom the project is designed.

- ✓ teach science, math, social studies, or language arts either full or part-time, and want to integrate at least two of these subject areas;
- ✓ teach in elementary, middle, or high school;
- ✓ like to write;
- ✓ teach in a QPA pilot district OR in a district that is implementing an outcomes-driven curriculum/assessment process;
- ✓ know/have used/want to learn about alternative forms of assessment, such as portfolios, performances, or projects;
- ✓ have a colleague in the same school who meets the first five criteria and who would like to work on a project together;
- ✓ would like to participate in a two-year project to learn about assessment alternatives, field test several methods, keep a record of the change process, and share what was learned with colleagues;
- ✓ USD/building would support participation with one day of professional leave for each partner in February, 1993.

Activities: The project will begin with a meeting of the full study group, February 5 and 6, 1993. In February, April, June, and August, the group will meet via teleconference (two-way video, two-way audio), with four - six people at each of three sites. In between each teleconference, those people will meet together at least .wice. There will be another full group meeting in late summer to summarize the first year's activities and plan the second year.

Products: This two-year collaborative project will result in a 12-member cadre of teachers able to use and teach colleagues about assessment alternatives, curriculum-teaching-assessment alignment, and implementation of state mandated assessments and QPA.

An interim publication, to be completed after the first year, will include implementation case studies that outline the approaches used and results achieved. With participant journals as their sources, these case studies will "tell the stories," give highs and lows, do's and don't's, obstacles and opportunities, cautions and commendations.

An evaluation report at the end of the two-year project will summarize what was learned about developing, implementing, and disseminating information about assessment alternatives, state mandated assessments, and QPA.

Compensation: All expenses related to the project will be paid, and participants will receive a small stipend for their work.

Questions: Questions about the project should be directed to Peg Dunlap, KNEA, 913/232/8271, or to Kim Gattis, KSDE, 913/296-3851.

KNEA - KSDE - NEA - McREL
ASSESSMENT ALTERNATIVE STUDY GROUP
APPLICATION FORM

Send this completed application with that of your partner to: Assessment Alternative Study Group, KNEA, 715 West 10th Street, Topeka, KS 66612 no later than January 11, 1993.

Name_____

Home Address_____

_____

Home Phone_____

USD Name and Number _____

School Name and Address_____

_____

Local Association_____

Teaching Level and Subject(s)_____

Subjects to be integrated_____

Partner's Name_____

Principal's Name_____

Principal's Signature (indicating support for the pair's participation in the first year of the study group project through the provision of one day each of professional leave in February, 1993)

_____

Answer the following questions on a separate sheet and attach to this page.

1. Study group members will receive training on a variety of alternative assessment measures. Each will be asked to field test and monitor progress of one or two strategies with their students. Please describe any experience you have with alternative assessment measures like performance, portfolios, or projects.

(Please duplicate this form, if needed.)

2. In the first year project participation will involve (with the assistance of KNEA and KSDE staff) reviewing research, field testing alternative assessment methods, analyzing data, developing sections of a report, and peer editing and publication. Writing will be a major study group activity. Please describe your writing experience. Include specific information about publications, workshops, and/or courses, if applicable. Attach a sample of your writing to this application.

3. Study group members will work in pairs at their schools to observe and be observed implementing these measures. Giving and accepting feedback will be important to each member, student and project success. What experiences have prepared you to be a partner in this action research project?

4. Please respond "yes" or "no" to the left of the following descriptors of project members.

_____ I teach language arts, social studies, science or mathematics full or part-time,

_____ I teach in elementary, middle, or high school,

_____ I like to write,

_____ I teach in a QPA pilot district or in a district implementing an outcomes-driven curriculum-assessment process,

_____ I know, have used, and/or want to learn more about alternative forms of assessment such as portfolios, performances, or projects,

_____ I have identified a colleague in my school who is willing to work with me as a study group member pair,

_____ I can secure one day of professional leave for training and meeting participation in February 1993.

Applications and writing samples are due to KNEA no later than January 11, 1993. Please send to: Assessment Alternative Project, KNEA, 715 West 10th Street, Topeka, KS 66612.

Tammy Worcester
403 S. Coronado
Lindsborg, KS 67456

Michelle John
Marion Elementary, 1400 E. Lawrence
Marion, KS 66861

Tammy and Michelle taught at Lindsborg Elementary, 227 N. Washington, Lindsborg, KS 67456, (913)227-2945. Tammy taught 6th grade language arts and Michelle taught 6th grade math and science. Lindsborg Elementary serves 519 students. For the 1994-95 school year, Tammy will be technology coordinator for the Lindsborg schools and Michelle will teach in Marion, Kansas.

Mary Matthew
1606 E. Elm Terr.
Olathe, KS 66062

Diane Blevins
12490 Quivira Rd. #1022
Overland Park, KS 66213

Diane and Mary teach at Countryside Elementary, 15800 W. 124th Terrace, Olathe, KS 66062, (913)780-7390. Diane teaches 4th grade and Mary teaches 5th grade. Countryside Elementary serves 542 students.

Pam Zipfel
8606 Nantucket
Wichita, KS 67212

Polly Welsh
1209 Westlink
Wichita, KS 67212

Pam and Polly teach at Maize High School, 4600 N. Maize Road, Maize, KS 67101, (316)722-0441. Both Pam and Polly teach English. The high school serves 824 students, grades 9-12.

Carol Panzer
Box 699
Lakin, KS 67860

Sandy Wanklyn
Box 594
Lakin, KS 67860

Carol and Sandy teach at Lakin Elementary, Box 26, Lakin, KS 67860, (316)355-6191. Carol teaches 5th grade language arts and Sandy teaches 5th grade science/social studies. Lakin Elementary serves 432 students.

Renita Ubel
2566 Stafford Rd.
Ottawa, KS 66067

Shirley Hooper
803 Spruce St.
Ottawa, KS 66067

Shirley and Renita taught at Eugene Field Elementary, 720 Tremont, Ottawa, KS 66067, (913)242-3784. Shirley taught 3rd grade and Renita taught first. Eugene Field serves 288 students. For the 1993-95 school years, Shirley works with middle school students in Ottawa.

Bill Swinney
9235 SW 21st Street
Topeka, KS 66615

Bonnie Deiter
PO Box 9
Meriden, KS 66512

Bill and Bonnie teach at Jefferson West High School, PO Box 268, Meriden, KS 66512, (913)484-3331. Bill teaches English, grades 10 and 12, and psychology, grade 12. Bonnie teaches high school science. Jefferson West High serves 210 students.

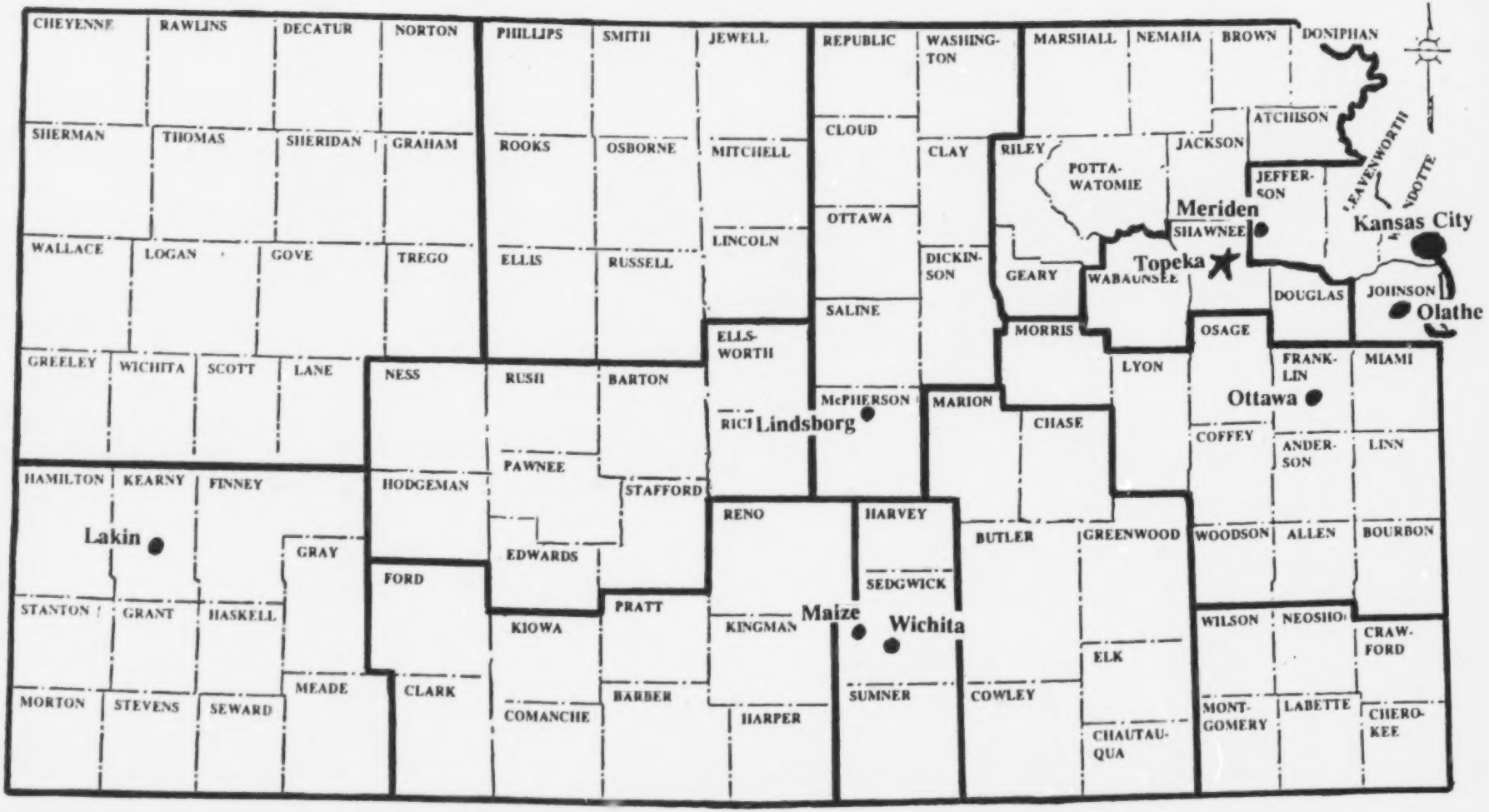
Peg Dunlap, Director of Instructional Advocacy
Kansas NEA
715 W. 10th St.
Topeka, KS 66612
(913)232-8271

Susan Everson
McREL
3100 Broadway, Suite 209
Kansas City, MO 64111
(816)756-2401

Susan Chase, Instructional Advocacy Specialist
Kansas NEA
715 W. 10th St.
Topeka, KS 66612
(913)232-8271

Tom Barlow
McREL
2550 S. Parker Rd., Suite 500
Aurora, CO 80014
(303)699-0451

Kim Gattis
Outcomes Education Team
Kansas State Board of Education
120 E. 10th St.
Topeka, KS 66612
(913)296-3851



Kansas is 415 miles long and 200 miles wide

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GROUP PROJECT: COMPARE AND CONTRAST

This week you spent one day traveling the Santa Fe Trail. This trail was a main route during the 1800's when many Americans began to move West. You may refer to pages 302-307 in your reading textbook and use the information from the story "First Day on the Trail" as well as information you learned in social studies or at Bent's Fort to create a graphic organizer to compare and contrast your trip to a trip you might have taken if you had been traveling West in the mid-1800's. Each team member must write some ideas on the poster and must use his or her own color of marker. Team members may use red, purple, orange, or blue markers. Paper assignments are as follows: 5-S pink, 5-W green, and 5-P yellow.

TEAM COLOR ASSIGNMENTS:

Blue--May ask questions of other blues.
Red---Needs to praise on task ideas from team members.
Purple-May ask questions of teacher or other adults.
Orange-Tie breaker in case agreement cannot be reached and will gather resources or other materials necessary.

Include a title and all team members names. Since this is a comparison and contrast, use a Venn diagram. The overlapped part will be the ways the two trips are alike. Make your diagram big.

When you have no more ideas, each team member may help decorate the edges of your project, but remember there are lots of ways to compare and contrast so don't just look for the obvious ideas. Think, discuss, listen!

RUBRIC

4---The project follows all of the written directions, shows excellent knowledge and insights of the time periods being compared and contrasted, is neat, can be read easily, and looks attractive.

3---The project follows all of the written directions, shows good knowledge of the time periods being compared and contrasted, is neat and can be read easily.

2---The project follows most of the directions, shows some knowledge of the time periods being compared and contrasted, and can be read.

1---The project fails to follow many parts of the directions, shows little or no knowledge of the time periods, and is hard to read.

UNIT I
FOOD FOR THOUGHT

Many activities were started at the same time to achieve our goal. In science, we started with the study of plants which led us into the photosynthesis process. In studying the equation of photosynthesis, we learned that it is important to have the right ingredients to produce food. At the same time in language arts, students read a story from their basal reader entitled "Popcorn" along with a riddle: "With what kind of food do we throw away the outside, cook the inside, eat the outside, and throw away the inside?" The answer of course is corn on the cob. This motivated the students into a further discussion of food. Two varieties and two methods of popping corn were brought into the classroom for the students to predict and evaluate their characteristics. This was the students' first attempt to form a hypothesis. After the science lesson, the students enjoyed eating their science materials.

Now we were ready to leave the familiar and proceed into unfamiliar territory. In language arts the students began the novel How to Eat Fried Worms by Thomas Rockwell. This was read as a whole class novel so that all students would participate in the projects that would correlate to science.

Meanwhile in the science lab, students were asked to bring in earthworms to study. With this in mind the students were assigned to dissect a gummi worm. (This was introduced as a surprise lesson since the students thought that they would actually be dissecting live worms.) They had a lab worksheet that they completed. This idea was taken from Science Scope, April 1986. Once again, the students could devour their science experiment. This took place during their study of invertebrates that complimented the novel How to Eat Fried Worms all classes were reading.

In language arts class groups were assigned to write from memory the ingredients and directions for how to make chocolate chip cookies. The next day students brought recipe books and compared and contrasted the recipes their group wrote to an actual recipe. (They compared the measurements, ingredients and directions.) This was their first introduction to comparing and contrasting which is a higher level thinking skill.

In social studies the chocolate chip cookie was utilized to study nonliving resources. Partners were given a cookie and a digging tool (a paper clip). They were asked to extract the natural resources (the chocolate chips) without damaging the surrounding natural environment. Discussion was held about how this is the dilemma faced in our area as natural gas and oil wells are drilled. (The natural environment was delicious.)

Meanwhile wild and original recipes were being created by the students for their language arts portfolios. Some of their creations included "How to Drive a Big Brother Crazy," "Teacher Supreme," and "Friendship Recipe." Here again students had to include the ingredients, measurements and directions as in a real recipe.

Students were now ready to actually make a food item for their first science project. (Cooking and scientific methods are much the same. For example the chemical equations are very similar to recipes.) Any food item could be made as long as it contained a liquid and a dry measurement, did not need to be baked because of limited facilities, and could be completed in a class period. Students were responsible for bringing all ingredients and equipment to class on their selected day. The computer was used by the students to prepare their ingredient lists in the form of a mini-poster so that everyone in their audience could see what items were used. Students were required to follow specific guidelines such as cleanliness and measurement techniques. Students were videoed so that they could self-evaluate themselves.

The recipes the students used as well as their wild and original recipes were combined by the students into a Fifth Grade Recipe Book. The Express Publisher program on the computer was used for this project introducing the students to yet another computer program.

Since we were doing a food unit, it seemed sensible for the students to tour our school cafeteria and have the food service director speak to them about nutrition, how meals are planned, and the state health requirements for school lunches. Students were amazed at the huge measuring devices and quantities needed to prepare food for approximately 600. Students were asked to plan noon meals for a week. They wrote their suggestions and then the food service director worked with them so the menus would meet state guidelines. These meals were actually prepared by the cooks and served to the entire student body 1-12.

With this background the students were ready to plan projects that would earn money to purchase their train tickets to Colorado. One project was called the pumpkin project. In September approximately 1100 pumpkins were picked and stored in the school's courtyard. Preparations were made in the classrooms to paint these pumpkins to be sold to the public. Parents were asked to volunteer time to aid in this class project on a come and go basis. Most of the painting was completed at school during their science/social studies rotation. This allowed the students to remain enthusiastic about this two-week project since they would not be painting all day long. For the parents who worked, hours were extended until 6 p.m. on certain nights. One evening from 7 p.m. to 9 p.m. was also arranged for parents and students to paint to allow all to participate. One of our original goals was to actively involve parents in their child's school activities. Throughout the year in this and other projects, we have had 100 percent participating of parents with our original 47 students.

Students had to figure the cost of the pumpkins and the painting supplies in order to determine the selling price of each pumpkin. Signs were made and newspaper articles were written by the students in order to advertise their products. This is where we began to see at first hand the need for quality work. Students knew that only good quality products would be purchased. They also began to learn about cooperation as they had to share paints and supplies. By the end of the first week students were learning that they were good at one particular phase of the painting process while others might be good at another. By cooperating, all of the pumpkins would turn out nicely. This project also provided us with a real-

life business experience when the school activity at which we planned to sell the pumpkins was suddenly cancelled. Students were faced with a real-life problem and learned that flexibility is the key to success. Because of the seasonal product, students had to quickly generate new selling strategies.

Besides trying to make money, the students wanted the community to know how much they appreciated the community support when they needed help. Decorated pumpkins were delivered and donated to the local rest home and to senior citizens in our community. This was the fifth graders way of saying thank you to the community.

In addition to the donation of the pumpkins, the fifth graders decided to help local students who were facing life-threatening illnesses. During the first semester, aluminum cans were collected, recycled, and the money was donated to these two students. This had a two-fold objective: to make students aware of the needs of others and to make them aware of the need to recycle.

Another money-making project was a direct result of our cooking experiences. Students planned to make rice krispie treats to sell at a school activity. In order to do this as cost effectively as possible, committees of students arranged to visit each local grocery store. The store managers visited with the students about pricing and some of the problems small retailers have in today's economy. Students had prepared a list of ingredients needed to make the rice krispie treats. Then as they visited each store, they recorded the prices and available brands of each ingredient needed. When all of the committees completed their research, students discussed unit pricing in their math class. Decisions were made as to where the best buys were available. Items then were purchased. The following day stations were assigned for students to produce the rice krispie treats. They had an assembly line in which some students measured the ingredients while others melted oleo and marshmallows. Another group mixed the ingredients and placed them in the pans. The final station cut the product into equal proportions and bagged each cookie for individual sales. These have been sold at a local football games allowing students the opportunity to make change in an authentic situation. Again one of the benefits was for the students to learn cooperation and teamwork.

With the money received, students decided to put it in a safe place: the local bank. The class took a field trip to open an account in their name. Local bank officials took the money, counted it in their presence, opened their account, and explained the interest they would earn. Other aspects of the bank were also demonstrated to the students. This activity was the closure for this unit.

NAME_____Date_____

COOKING PROJECT

FOOD ITEM:

CLEANLINESS:
- Cleaned working area.....____
- Washed hands.....____
- Wore an apron.....____

COMPUTER RECIPE:
- Title in largest letters (font).....____
- Title spelled correctly.....____
- First and last name(s).....____
- Names spelled correctly.....____
- All ingredients listed.....____
- Ingredients spelled correctly.....____
- Directions given orally.....____

MEASUREMENT:
- Dry ingredient measured correctly....____
- Liquid ingredient measured correctly.____

PREPARATION:
- Has everything needed.....____
- Proper use of utensils.....____
- Knew what to do (had practiced).....____
- Contributed to project (if partners).____

PRESENTATION:
- Talked loud enough.....____
- Eye contact.....____
- Standing straight (not leaning).....____

CLEAN UP:
- Clean up area afterwards.....____
- Washed dishes.....____

COMMENTS:

4 Student gave demonstration on day chosen,
had all ingredients and supplies needed,
made a computer recipe with no errors,
showed confidence during presentation,
and completed checklist.

3 Student gave demonstration on day chosen,
had all ingredients and most supplies needed,
made a computer recipe with few errors,
showed preparation, and most items on the
checklist.

2 Student changed day of presentation,
had most ingredients and most supplies needed,
made a computer recipe with many errors,
showed some preparation, and some items on the
checklist.

1 Student had to be reminded of presentation,
had some ingredients and supplies needed,
made little or no effort to complete computer
recipe, showed little preparation, and some items
on the checklist.

Name_____Date_____

Activity_____

COOPERATIVE GROUP RUBRIC

4 Group consistently and actively worked on interacting without teacher prompting and expressing ideas and opinions in ways that were sensitive to the feelings of others.

3 Group generally worked on interacting without teacher prompting and expressed ideas and opinions that were sensitive to the feeling of others.

2 Group occasionally needed prompting to interact with each other and/or expressed some ideas and opinions without regard to each other.

1 Group had little interaction with each other even after teacher prompting and/or had little tolerance of others as they expressed their opinions and feelings which resulted in arguments.

Our group cooperation today should receive _____.

Comments:

INDIVIDUAL PARTICIPATION RUBRIC

4 I actively participated as a leader and as a listener in the group activity and utilized time wisely.

3 I participated in the group activity without being asked and stayed on task.

2 I participated in the group only when I was asked and usually stayed on task.

1 I participated very little in the group activity and had to be reminded to stay on task.

My participation in the group today should be _____.

Comments:

Gummi Worm™ Lab

Students consistently demonstrate that they benefit from science lessons that use familiar materials, provide concrete experiences, and reinforce an awareness of not only what they are doing but how they are doing it. The accompanying lab does all of these and is fun too.

Biologists need to be able to observe, describe and record what they see when they study living things. The specimens used in this lab are not alive, of course, but they do provide a mechanism for practice in making careful observations and comparisons.

Procedure

- Purchase Gummi Worms™ (like Gummi Bears™) in supermarkets or candy stores.
- Distribute one worm on a clean napkin to each student. Allow students to inspect the specimen as they like, but emphasize that these worms are materials for scientific study and should be treated with respect.
- Distribute the lab worksheet and instruct students to proceed with the lab activity by following the instructions on the worksheet.

Reinforcing Main Ideas

- Encourage students to draw what they observe using simple lines.
- Have them name the worm in order to review the difference between common names and scientific nomenclature.
- Have students measure their worms in metric units or units of their own invention.
- Discuss how to precisely describe colors and smells. Have students compare a dry worm to one with a wet surface. Determine if students detected differences in color and smell within one specimen.
- Define "anterior" and "posterior" and discuss the difficulty of identifying these parts on a nonliving thing.
- Emphasize the aspects of similarities and differences when comparing.
- Discuss and reinforce the humane and proper handling of living organisms (such as earthworms) compared to nonliving things.

Evaluation

- Look for evidence of careful observation and discrimination in the responses on the worksheet.
- Initiate a discussion to find out how students are thinking and what ideas lie behind their written answers.

Suggested Followup

- Find out how Gummi Worms™ are made.
- Carry out a lab activity with real earthworms.

Worksheet

Draw your Gummi Worm:™

"Gummi Worm"™ is the common name for this worm. What is its scientific name? (Make one up.)

_____ _____

Describe your worm:

How long is it?_____ How wide is it?_____

What color(s) is it?_____ How many segments does it have?_____

How can you tell the *anterior* end from the *posterior* end?_____

_____

Compare your worm to other Gummi Worms™:

How are they alike?_____

How are they different?_____

Test your worm:

Can it be stretched?_____ Is it elastic?_____

What happens if it is compressed?_____

_____

Describe what your worm smells like:_____

_____

What other tests could you perform to find out more about your specimen?

_____

Compare your worm to a real earthworm (from memory):

How are they the same?_____

_____

How are they different?_____

_____

If you had a real, living earthworm to study, would you treat it differently than your candy worm? _____ Explain:_____

_____

Look again at the drawing of your worm. Label the parts and give your illustration a title.

Name:_____

KAREN REYNOLDS
San Jose State University
San Jose, California

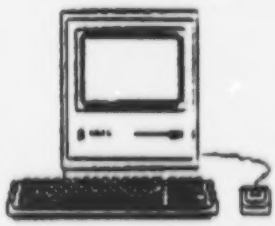
BEST COPY AVAILABLE

PROJECT RUBRIC EXAMPLES

Michelle John and Tammy Worcester
Soderstrom Elementary School
Lindsborg, Kansas 67456

Kid Works 2 Project:

In this project, students used technical reading skills to follow written directions in the users' manual for the program Kid Works 2 for Macintosh to create a story with text, sound, and illustrations. After learning the program, each student worked with a primary (K-3) partner to create a story with text, sound, and illustrations. This project could be adapted to many other computer programs as well.

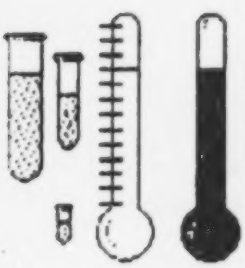


Poetry Booklet:

During a poetry unit, each student was required to assemble a poetry booklet. Each booklet contained the following: a cover page; a collection of poems from published sources; illustrations; personal reactions to poems; identification of literary devices; and original poems. Students were free to choose their own format and style for their booklets.

Cooperative Explorations "Islands":

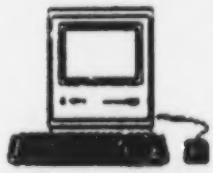
In cooperative teams of three or four, students researched and presented information about an island of their choice. Information gathering was done in the traditional way through books, encyclopedias, and other library resources. Then the students organized their information and created a HyperStudio (for Macintosh) stack to present their information.



Science Fair:

The science fair is an annual event for sixth grade students at Soderstrom. The scientific method is used as the model for each project. Skills such as observation, classification, measurement, communication, prediction, and hypothesis formulation are emphasized. Each student or group investigates a question related to a scientific topic. They run an experiment, gather data, keep a daily journal, prepare an exhibit, and present their project to other students.

KID WORKS 2 PROJECT
ASSESSMENT RUBRICS



Students skills and products will be assessed according to the following criteria:

TECHNICAL READING:

4 - The student demonstrates competence when presented with a challenge of possible problem-solving and/or complex written instructions.
3 - The student demonstrates the ability to follow written instructions by the accurate completion or construction of a technical product.
2 - The student comprehends some information by correctly following written directions, but may need guidance.
1 - The student is unable to follow sequential written directions.

COOPERATION:

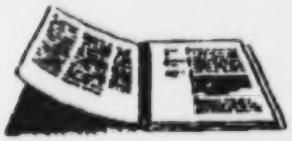
4 - The student demonstrates self-discipline in following rules and monitoring and achieving goals.
3 - The student is focused on following rules and working toward the achievement of goals.
2 - The student, with prompting from others, follows rules and works toward the achievement of goals.
1- The student is unwilling to follow rules or work toward the achievement of goals.

QUALITY FINAL PRODUCT :

4 - The finished product includes a unique or creative story, with colorful and detailed illustrations, that can be read aloud by the computer.
3 - The finished product includes an original story, with colorful illustrations, that can be read aloud by the computer.
2 - The finished product includes an unoriginal story, with illustrations or sound.
1 - The finished product includes an unoriginal story, with no illustrations or sound.

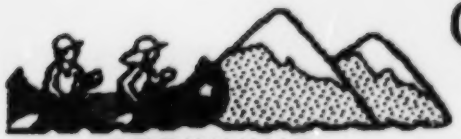
COLLABORATION WITH STUDENT OF DIFFERENT GRADE LEVEL:

4 - The student demonstrates active and positive leadership and expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of his/her partner.
3 - The student participates without prompting and expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of his/her partner.
2 - The student participates with prompting and/or expresses ideas and opinions without considering the feelings and knowledge base of his/her partner.
1 - The student does not participate even with prompting and / or expresses ideas and opinions in a way that is insensitive to the feelings and knowledge base of his/her partner.



POETRY BOOKLET ASSESSMENT RUBRIC:

BEGINNING:	DEVELOPING:	COMPETENT:	SKILLFUL:
Cover Page:			
• The cover page does not include name, class, and title.	• The cover page includes the student's name, class, and a title	• The cover page is neat and includes the student's name, class, and a title.	• The cover page is neat and includes the student's name, class, and a title, plus an attractive and appropriate illustration or design.
Content:			
• The student copies 4 poems from published sources with: - the same style, topic or length - title and author of each poem (no more than two poems from any one author) - illustrations for less than 3 poems	• The student copies 6 poems from published sources with: - similar style, topics, and lengths - title and author of each poem (no more than two poems from any one author) - illustrations for at least 3 poems	• The student neatly copies 8 poems from published sources with: - different styles, topics, and lengths - title and author of each poem (no more than two poems from any one author) - neat and appropriate illustrations for each poem	• The student neatly copies 10 poems from published sources with: - a wide variety of styles, topics, and lengths - title and author of each poem (no more than two poems from any one author) - attractive and appropriate illustrations for each poem
Reaction:			
- a personal reaction to less than 3 poems	- a personal reaction to at least 3 poems with distracting errors in conventions and / or confusing ideas	- a personal reaction to each poem that has proper conventions and ideas that are clearly stated	- a personal reaction to each poem that has proper conventions and insightful ideas
Literary Devises:			
- identification of no literary devises	- identification of five or less literary devises	- identification of one literary devise per poem	- identification of all five literary devices with at least one per poem
Original Poems:			
• The student adds no original poems	• The student adds at least 1 original poem that may by unclear or ineffective	• The student adds at least 2 original poems (one free verse and one structured) that are clear and effective	• The student adds 3 or more original poems (including one free verse and one structured) that are clever and meaningful



COOPERATIVE EXPLORATIONS "ISLANDS"

BEGINNING:

CONTENT:
- Any number of main topics are presented with randomly-selected information. Most of the supporting details are not especially interesting or clear.

INFORMATION GATHERING:
- The student has little experience in using sources to gather information and needs much guidance.
- The student copies information from the material at random, with little understanding and unconcern for purpose.

ORGANIZATION (HYPERSTUDIO):
- The student uses few of HyperStudio's special features to present the report. Cards tend to be sloppy and/or unorganized. Information is linked in random way that is sometimes confusing.

CONVENTIONS:
- Errors in conventions are frequent and make the text difficult to read.

PROJECT ORGANIZATION:
- The student's project is unorganized and/or the information is unclear.

DEVELOPING:

CONTENT:
- Three or more main topics are partially explored. Some information may be useful or interesting but other details included may be unclear or irrelevant.

INFORMATION GATHERING:
- The student can use a few basic sources but does not gather information easily.
- The student mostly skims the material, and may paraphrase information incorrectly, or copy phrases that are not one's own, with little thought to the purpose.

ORGANIZATION (HYPERSTUDIO):
- The student uses some of the HyperStudio's special features to present the report. Cards are sometimes unattractive and/or contain too much or too little information. Buttons link information together in an illogical or ineffective way.

CONVENTIONS:
- Errors in conventions are noticeable and can be distracting to the reader.

PROJECT ORGANIZATION:
- The project could be improved by following directions and/or suggestions.

COMPETENT:

CONTENT:
- Four or more main topics are explored. Each topic is supported by interesting and useful details and information is presented clearly and purposefully.

INFORMATION GATHERING:
- The student shows capability in using a variety of sources to gather information.
- The students reads or skims the material, then paraphrases information in one's own words accurately, and with a purpose in mind.

ORGANIZATION (HYPERSTUDIO):
- The student uses many of HyperStudio's special features to make the report interesting. Cards are neat and attractive and contain an appropriate amount of information. Buttons link similar information together in a logical way.

CONVENTIONS:
- Conventions are reasonably correct; errors are not distracting to the reader.

PROJECT ORGANIZATION:
- The project presents information in an effective, neat, well-organized manner.

SKILLFUL:

CONTENT:
- Five or more main topics are effectively explored. Each topic is supported by carefully-researched information, which is both interesting and useful, and captures the audience's attention.

INFORMATION GATHERING:
- The student shows determination and skill in using many various sources to gather information.
- The student reads the material carefully, then paraphrases the information accurately, creatively, and with the audience's purpose in mind.

ORGANIZATION (HYPERSTUDIO):
- The student uses most of HyperStudio's special features to create a stack to make the report come alive. Cards are cleverly designed, show artistic merit, and contain an appropriate amount of information. Buttons link similar information together in a unique or creative way.

CONVENTIONS:
- Errors in conventions are few and minor.

PROJECT ORGANIZATION:
- The project presents information effectively in a creative or unique way.

SCIENCE FAIR pg. 1

Project Rubric for the Display, Management, and Presentation

BEGINNING:	DEVELOPING:	COMPETENT:	SKILLFUL:
Display/exhibit: (Group or Individual)			
Content: Does not include all five steps to the Scientific Method.	**Content:** Includes all five steps to the Scientific Method but some information is lacking or unclear.	**Content:** All five steps to the Scientific Method are included and each step is explained well.	**Content:** All five steps of the Scientific Method are explained creatively and clearly.
Design: Display is wrong size or unattractive or incomplete.	**Design:** Display is correct size, but hard to read from a distance.	**Design:** Display grabs you!! (well balanced, attractive, easy to read)	**Design:** Meets the competent standards and looks professional.
Management: (Individual)			
Topic: classroom time was not used for new learning.	**Topic:** Classroom time could have been used more wisely.	**Topic:** Purpose is well-stated. Used classroom time for new learning.	**Topic:** Purpose is well-stated. New learning is challenging and worth the time and effort put into it.
Processes and Procedures: No plan was made nor executed.	**Processes and Procedures:** The plan is confusing, your procedure confusing.	**Processes and Procedures:** Process used is clear. You worked your plan.	**Processes and Procedures:** Shows persistence along the way.
Conclusions: Incomplete or required no lack of effort.	**Conclusions:** Student avoids or ignores problems. Lacks appropriate challenge for the student.	**Conclusions:** Student attempts to correct problems. An appropriate challenge for the student.	**Conclusions:** Findings and products provide evidence of discipline, effort, originality, and clear thinking. Student was challenged.
Personal Interview: (Individual)			
Content: The student's presentation is unorganized and/or the information is unclear.	**Content:** The student's presentation could benefit from more rehearsal (rambling, short, confusing).	**Content:** The student presents information in an effective, well-organized manner.	**Content:** The student presents information effectively in a creative or unique way.
Delivery: The student is extremely uncomfortable during presentation.	**Delivery:** The student seems somewhat uncomfortable during presentation (unresponsive, unsure).	**Delivery:** The student appears comfortable during presentation.	**Delivery:** The student shows pride and confidence during presentation.
Language and Voice: Voice was distractive to the presentation.	**Language and Voice:** Voice was somewhat distractive.	**Language and Voice:** Voice was clear with a steady rate. Good expression. Used new terminology (steps of scientific methods) appropriately.	**Language and Voice:** Meets the competent standard and uses great expression.

SCIENCE FAIR pg. 2

Project Rubric for the Project 3-Ring

BEGINNING	DEVELOPING	COMPETENT	SKILLFUL
Progress Journal: (Individual)			
Content is incomplete. Many days are skipped and journal shows very little planning.	**Content** : Entries in journal are too simple or lacks planning. "What do I do next"	**Content** in journal includes observations, facts, planning, and predictions.	**Content** meets the competent standard plus is detailed and outstanding.
Organization is confusing or difficult to follow. Many entries may be missing.	**Organization** shows confusing daily entries (out of order).	**Organization** shows day to day entries in a clear sequence.	**Organization** shows logical sequence that is easy to follow and especially neat.
Resources are limited and/or not recorded.	**Resources** are limited but are recorded.	**Resources** are recorded with comments about what and how much you learned from each one.	**Resources** are recorded with comments about what and how much you learned from each one and shows reflective thinking.
Reflective Self-Evaluation: (Individual)			
Content - The evaluation is incomplete.	**Content** shows routine simple observations.	**Content** shows understanding and honesty.	**Content** meets the competent standard and states how the experience might influence future learning challenges.
Voice is flat, lifeless, or mechanical.	**Voice** tends to be general or vague.	**Voice** is pleasant and earnest.	**Voice** is individualistic, expressive, and engaging.
Word choice is limited and incorrect.	**Word choice** is correct, but sometimes redundant and unclear.	**Word choice** is functional and correct.	**Word choice** is full, rich, and concise.
Conventions: Errors in conventions are frequent and make the text difficult to read.	**Conventions**: Errors are noticeable and can be distracting to the reader.	**Conventions**: Are reasonably correct; errors are not distracting to the reader.	**Conventions**: Errors are few and minor.

B:\asmtlesl

March 14, 1994

BIOLOGY-ENGLISH PROJECT

The world depends on a interrelationship between all organisms working together. When one group of organisms is disruptive, such as airline pilots going on strike, other organisms or systems feel the effect. To achieve a state of balance of the overall system, all organisms must work together to aid in the survival of all. A balance in the world equates with a balance in the human body. A balance between the systems in the human body is known as homeostasis. Homeostasis is as necessary in the human body as it is in the world situation.

You will be a member of a group that portrays a system found in the human body. Your group will need to research how your system interrelates with other systems in order for the body to survive. You should start researching the parts and functions of your body system. Then you will correlate the body system with the environmental system. Next, you will research the parts and functions of the corresponding environmental system. A third step would be to compare and contrast the two different kinds of systems.

As a final test, you will then be confronted with a problem that represents a challenge to the human body. Your task will then involve an explanation of your system's part in the event, the action, and the recovery from the problem. In other words, from your system's point of view you will need to describe, based upon your research, the role your system plays in the interrelationship of the human body after a critical problem occurred. You also will need to address how this same problem that affect the human body can affect the world.

(For your assistance you will be given a student xerox card. This will entitle you to make 3 xerox copies and 1 microfiche copy at no charge to you.)

You will be assessed on and provided with rubrics for the following:

Knowledgeable Person

*acquires and integrates critical information necessary for success in academic and nonacademic domains.
*effectively utilizes strategies and skills necessary for success in academic and nonacademic domains.

Complex Thinking Comparison and Contrast

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*accurately compares and contrasts the parts and their functions of each type of system(both human body and environmental).

Effective Communicator

*effectively communicates with diverse audiences.

Self Directed Learner

*establishes clear goals and manages progress toward achieving them.

Collaborative Worker

*works toward the achievement of group goals.

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KNOWLEDGEABLE PERSON

•ACQUIRES AND INTEGRATES CRITICAL INFORMATION (25 x rubric value)

4. *data collected were sufficient to fully support the report.
*conclusions were thorough and accurate based on the evidence presented.
*correctly explains the responsibility of their system to the body with no errors.
*scientific explanation of the problem was clear and well supported with diagrams, data, graphs, etc.
*explain all organs and functions of their system with no errors.
*explain all parts and functions of their environmental system with no errors.

3.*data collected were sufficient to support the report, but minor omissions were noted.
*conclusions were generally thorough and accurate.
*correctly explains the responsibilities of the system to the body with minor errors.
*explains all organs and functions of their system with minor errors.
*explains all parts and functions of their environmental system with minor errors.
*scientific explanation of the problem was clear. Support material was not as thorough as could be expected and/or some essential diagrams, data, graphs, etc were missing.

2. *data collected were sufficient to support the report, but more data was needed to prevent errors in conclusions drawn.
*conclusions were somewhat speculations and did not in all instances reflect the evidence.
*correctly explains the responsibilities of the system to the body, but several major defects were noted.
*explains some of the organs and functions of their system but left much information untouched.
*explains some of the parts and functions of their environmental system but left much information untouched.
*scientific explanation lacked clarity and some support material was missing.

1. *quality/amount of data was questionable making reliable conclusions virtually impossible.
*conclusions were primarily speculations and did not accurately reflect the evidence.
*responsibilities of their system to the body were not correctly explained.
*explanation of organs and functions of their system incomplete.
*explanation of parts and functions of their environmental system incomplete.
*scientific explanation was very confusing and adequate support was missing.

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COMPLEX THINKER - COMPARISON

***SPECIFIES APPROPRIATE CHARACTERISTICS ON WHICH THE PARTS THE COMPARED.** (10 x rubric value)

4. *The student selected characteristics that encompass the most essential aspects of the items/parts that are to be compared. *The student may also select characteristics that are intriguing or present some challenge.

3.*The student selected characteristics that provide a vehicle for meaningful comparison of the items/parts and that address the question posed.

2. *The student selected characteristics that provide for a partial comparison of the items/parts and may include some characteristics that are extraneous.

1. *The student selected characteristics that are trivial, or do not address the issue presented in the question, or selects charactistics on which the items/parts cannot be compared.

***ACCURATELY IDENTIFIES THE SIMILARITIES AND DIFFERENCES BETWEEN ITEMS/PARTS OF THE TWO SYSTEMS.** (10 x rubric value)

4. * On the selected characteristics, the student accurately assessed all identified similarities and differences for each item/part of both body and environmental systems. *The student volunteered inferences from the comparison that were not explicitly requested in the assignment.

3. *On the selected characteristics and with no significant errors, the student accurately treats the most important similarities and differences for each item/part in both body and environmental systems.

2.* The student made some important errors in identifying to what extent the items/parts possess the identified characteristics of comparison and contrast of the body and environmental systems.

1.*The student makes many significant errors in the assessing the characteristics of the items/parts of the body and environmental systems.

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SKILLED INFORMATION PROCESSOR

***EFFECTIVELY UTILIZES STRATEGIES AND SKILLS**

4. *used CD-ROM/Newsbank in addition to Reader's Guide or SIRS(include paper from machine).
*used over 4 interviews (people with conditions).
*used a variety(over 4) of resources and references.
*notebook complete with no missing papers; all divisions are organized and complete; shows evidence that it was peer-edited at least three times.
*shows a variety of paraphrases, and or direct quotes.
*final formal paper typed, double spaced, bibliography page included and complete, with 1-2 errors.
*source and note cards complete, with 1-2 errors.

3. *used Reader's Guide and SIRS.
*used 2-3 interviews(people with conditions)
*used over 3 different resources & references.
*notebook complete with 1-2 missing papers; shows evidence that it was peer-edited at least twice.
*used paraphrases and/or direct quotes couple times.
*final formal paper typed, double spaced, bibliography page included and complete, with 3-5 errors.
*source and note cards complete, with 3-5 errors.

2.*used Reader's Guide at least once or SIRS at least once.
*used at least 1 interview(people with condition).
*used 2 different resources.
*notebook is some missing papers(up to 5); shows evidence that papers were peer-edited at least once.
*seldom used paraphrases or direct quotes.
*final formal paper typed, double spaced, bibliography less than complete, with many errors.
*source and note cards lacking vital information, few errors.

1. *used encyclopedias only.
*used no interviews.
*used only 1 kind of resource.
*notebook is incomplete and missing many papers; papers were lost; no evidence shown for peer editing.
*did not use paraphrases or direct quotes.
*final paper incorrectly typed or handwritten, no bibliography shown, many errors present.
*source and note cards lacking vital information, many errors.

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EFFECTIVE COMMUNICATOR

•EFFECTIVELY COMMUNICATES WITH DIVERSE AUDIENCES.

WRITTEN NARRATIVE (5 x rubric value)

4. *title pages reflected originality and creativity. The reader's attention and interest were immediately focused on the subject. The title, group's name and individual names were clearly visible.
*word processing was neat and well formatted. Graphs and other diagrams supported and illustrated the report in a well-organized fashion. The report reflected professional work standards for style. Instructions for formatting were followed. Bibliography included.

3.*title page reflected creativity. The title of project, group name and the individual names were clearly visible.
*word processing was neat with minor errors in formatting. Graphs and diagrams supported the report in an organized manner. Instructions for formatting were generally followed with minor errors. Bibliography included with only minor errors.

2.*title pages reflected some creative thought. The other basic requirements were clearly visible.
*word processing reflected several errors in format, organization, and/or style. Several errors in the format and bibliography were present.

1.*Title page reflected very little creative thought and/or some basic requirements were missing.
*word processing reflected many errors in format, organization, and/or style that detracted from the overall impression of the report. Many errors in the format and bibliography were present.

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EFFECTIVE COMMUNICATOR

•EFFECTIVELY COMMUNICATES WITH DIVERSE AUDIENCES.

JOURNAL WRITING (2 x rubric value)

4. *writes in journal 4-5 times a week.

3. *writes in journal at least 3 times a week.

2. *writes in journal more than required in class, 1-2 times/week.

1. *writes in journal only when required during class time.

NOTEBOOK ORGANIZATION (3 x rubric value)

4. *notebook organized with no missing papers,and in order.

3. *notebook is complete and in order, 1 paper missing.

2. *notebook is somewhat complete, major papers are missing however.

1. *notebook is not organized and incomplete, major papers are missing.

B:\asmtcwbe

HOURS 1 & 7 BIOLOGY-ENGLISH

COLLABORATIVE WORKER

•**WORKS TOWARD THE ACHIEVEMENT OF GROUP GOALS.** (5 x rubric value; weekly)

4. *excellent communication skills.
*always cooperative.
*always contributes and shares information.
*always respectful.
*very motivated and enthusiastic.

3.*good communication skills.
*cooperative.
*contributes and shares information.
*respects others, self, and property.
*is motivated and enthusiastic.

2.*fair communication skills.
*occasionally cooperates.
*sometimes contributes and shares information.
*usually respectful.
*occasionally motivated and enthusiastic.

1.*poor communication skills.
*seldom cooperates.
*rarely contributes or shares information.
*disrespectful.
*shows bad attitude.

March 17, 1994

B:\asmt6

SELF DIRECTED LEARNER

•ESTABLISHES CLEAR GOALS AND MANAGES PROGRESS TOWARD ACHIEVING THEM. (5 x rubric value; weekly)

4.* no absences or tardies.
*always on task 100%

3.*1-2 absences, but comes in and makes up work outside of class time.
*usually on task with minor exceptions.

2.*1-2 absences but did not make up missed work.
*frequently on task.

1.*3 or more absences.
*usually off task.

ORAL PRESENTATION RUBRIC HOW-TO PROJECT

4 ** body language enhances presentation (stands straight, uses hand gestures if appropriate, faces the audience)
** voice holds the audience attention
** speaks clearly with no distracting sounds, can be heard from all parts of the room
** uses expression in presentation
** consistently maintains eye contact with audience/ rarely, if ever, looks at guide paper

3 ** appropriate body language that does not distract from the presentation (stands straight, faces the audience, occasionally uses hand gestures when appropriate)
** speaks clearly, can be heard from all parts of the room during presentation
** generally uses expression in presentation
** usually maintains eye contact with the audience (looks at audience 80% of the time/doesn't rely on paper to guide the presentation)

2 ** body language sometimes distracts from presentation (fidgets, looks away from the audience, etc.)
** can be heard, but not from all parts of the room; often changes pitch in voice and is difficult to hear occasionally uses words such as "um", "ah", "well", etc.
** minimal use of eye contact with audience/must rely on paper to guide the presentation

1 ** body language distracts from presentation.
** voice cannot be heard or understood, mumbles, constantly uses words such as "um", "ah", etc.
** fails to maintain any eye contact with the audience, never looks up from paper during presentation, and little if any information is given during presentation

(93 DRAFT COPY)
M. Matthew

HOW-TO PRESENTATION **CONTENT RUBRIC**

4 ** Begins presentation with an introduction that grabs the audiences attention and introduces the topic to be presented
** Gives clear and concise instructions that could easily be repeated
** Presented steps in a logical order
** Gave closure to the presentation in a creative and unique way
** Had all materials

3 ** Begins presentation with an introduction
** Gave clear and concise instructions that could easily be repeated
** Presented steps in a logical order
** Gave closure to the presentation
** Had all materials

2 ** Included an introduction and/or conclusion in the presentation, but did not include both
** Instructions were not clear, to repeat the project or task it would be difficult, but still possible
** Some but not all steps were presented in a logical sequence
** Did not have all materials for presentation

1 ** Did not begin with an introduction
** Instructions were not clear, the project of task could not be repeated
** Steps were no presented in a logical order
** Did not bring closure to the project or task
** Did not have any materials for presentation

(DRAFT COPY)
M. MATTHEW 93

Problem Solving Rubric

4
- ** accurate completion of problem
- ** used a creative and unusual approach to solve the given problem
- ** received no help in solving the problem
- ** the response given shows a complete understanding of the problem and the strategy used to solve it

3
- ** accurate completion of problem
- ** applied problem solving strategies learned in class to solve the problem
- ** received little or no help in solving the problem
- ** the response given shows an understanding of the problem and the strategy used to solve it

2
- ** attempted to solve the problem
- ** generated an answer that is not accurate and or complete
- ** needed teacher assistance in solving the problem
- ** the response given shows a partial understanding of the problem and the strategy used to solve it

1
- ** little or no attempt made to solve the problem
- ** shows little or no understanding of the problem
- ** needed teacher assistance, yet failed to generate an answer

Matthew 93
Draft copy

DRAFT

DRAFT

Rubric for Cooperative Group Work

Objective: The student will demonstrate respect and teamwork with peers when working in a cooperative group setting.

4: Always uses encouraging remarks with others and self. Doesn't argue with other members of the group. Always includes self and others in group. Demonstrates a high acceptance of others in the group. Uses positive facial expression and constantly uses eye contact with all group members. Shares ideas, asks questions, uses praising statements and encourages others all of the time.
Completes designated role in a group with a positive attitude all of the time.

3: Uses praise and encouraging remarks with others and self. Avoids arguing with members of the group. Includes self and others in group. Demonstrates acceptance of individual differences most of the time. Usually uses positive facial expression and eye contact with all group members. Shares ideas, asks questions, uses praising statements, and encourages others most of the time.
Completes designated role in a group with a positive attitude.

2: Sporadically praises others. Occasionally uses put downs with others and self. Sometimes argues and uses unkind statements. Occasionally isolates self or others in a group. Sporadically uses inappropriate facial expression. Occasionally rolls eyes. Laughs and tells secrets to others. Partially fulfills designated role in a group.

1: Rarely, if ever praises others. Frequently uses put downs with others and self. Argues and uses unkind statements. Isolates self or others in the group. Uses inappropriate facial expressions. Frequently rolls eyes, laughs, and tells secrets to others.
Does not complete designated role in group.

DB93

DRAFT

Corey's Behavior Rubric

4: Corey will.....

- keep his hands and mouth completely free of objects when not needed for activities.
- constantly raises his hand patiently and wait to be called on.
- be out of his seat at appropriate times only.

3: Corey will.....

- keep hands and mouth free of objects most of time and will respond to nonverbal cue to put things down.
- will usually raise his hand quietly and not speak out.
- will be out of his seat for necessary reasons. and not need to reminded to sit down.

2: Corey will.....

- require several verbal reminders and/or the removal of objects he is inappropriately handling.
- make inappropriate remarks or noises when raising his hand.
- occasionally wander and request to use the bathroom often.

1: Corey will.....

- handle a variety of objects inappropriately in hands and mouth frequently even after numerous reminders.
- speak out inappropriately frequently without raising a hand or being called on.
- frequently be out of seat even after many request to return to seat.

DB93

DRAFT

Endangered Species
Final Project

Issue: Endangered Animals

Situation: Changing characteristics of an animal to help them adapt to an new environment.

Task: We have been studying various endangered species and the destruction of many of their habitats. You are to select an endangered animal you are familiar with. Figure out a way to improve that animal by changing something that would help it adapt even better to its present environment. Draw a picture of your new and improved animal and be ready to explain exactly how the improvement would help it adapt. You will present your picture to the class and explain how you improved the animal. You will be assessed on and provided rubrics for:

Knowledgeable Person: Science
- your understanding of the role of an endangered animal in the world and concept of environmental adaptation.

Complex Thinker: Invention
- your ability to identify a product that will improve on the adaptability of an endangered animal to its present environment.

Effective Communicator/Producer:
- your ability to express your ideas clearly

DB93

DRAFT

Knowledgeable Person (a)

4 Demonstrates a thorough understanding of an endangered animal and the importance of environmental adaptability for that animal and provide a new insight into some aspect of that information.

3 Displays a complete and accurate understanding of an endangered animal and the importance of environmental adaptability for that animal.

2 Displays an incomplete understanding of an endangered animal and the importance of environmental adaptability on them and has some notable misconceptions.

1 Demonstrates severe misconceptions about an endangered animal and the importance of environmental adaptability for that animal.

Complex Thinker: Invention (a)

4 The new and improved endangered animal provides a unique solution to the problem of adaptability to a new environment. The product reflects a high level of creativity.

3 The product provides a good answer to the problem of animal adaptability.

2 The product will not provide a better way for the animal to adapt to its environment.

1 The product has little or no relation to animal adaptability to a new environment.

Effective Communicator/Producer: (a)

4 Clearly and effectively communicates the new invention that will aid adaptability for an animal and provides support that contains rich, vivid and powerful detail.

3 Clearly communicates the new invention that will aid adaptability for an endangered animal and provides sufficient support and detail

2 Communicates important information but lacks clear theme or overall structure

1 Communicates information as isolated pieces in a random fashion

DB93

Name _____ DRAFT

Midwest

Task:

We have been learning about climate, lifestyles, landforms, agriculture, and industry of the Midwest region. We have also been discussing why people live where they do. We know that sometimes they have no choice, but sometimes they choose where they live.

Why do you think people choose to live in the Midwest? Why do you think some people say they would not like to live here?

Choose **ONE** of the above two questions and write five hypotheses as possible reasons people might choose to live or not live in the Midwest. Come up with one possible reason that relates to climate, one possible reason that relates to lifestyle, one possible reason that relates to landforms, one possible reason that relates to agriculture and one possible reason that relates to industry.

Select one your hypotheses and set up an experiment to test it. Be ready to share your conclusions with the class in an oral report.

Your report should include an explanation of how you arrived at your hypothesis, a description of your experiment, and an explanation of how the results supported or did not support your hypothesis.

You will be assessed on and provided with rubrics for the following:

Knowledgeable Person:

Your understanding of the concepts of climate, lifestyles, landforms, agriculture, and industry of the Midwest.

Complex Thinker:

You ability to accurately explain a phenomenon (people choosing to live or not to live in the Midwest) with appropriate and accepted facts, concepts, or principles.

Effective Communicator/Producer:

Your ability to express ideas clearly

DB93

Midwest Rubric

DRAFT

Knowledge Person

4: Student demonstrates a thorough understanding of concepts of the Midwest including climate, lifestyle, landforms, agriculture and industry and provides new insights into some aspect on that information.

3: Student displays a complete and accurate understanding of concepts of the Midwest including climate, lifestyle, landforms, agriculture, and industry.

2: Student displays an incomplete understanding of concepts of the Midwest and has some notable misconceptions.

1: Student demonstrates severe misconceptions about concepts of the Midwest.

Complex Thinker - Experimental Inquiry

To what extent did the student set up and carry out an activity or experiment that effectively tested the hypothesis?

4: The experiment is a complete and valid test of the hypothesis and addresses all important questions raised by the hypothesis. In addition, the experiment is well designed to provide complete and accurate data and provides a model of experimental design.

3: The experiment is a fair test of the hypothesis and addresses the most important questions raised by the prediction. The experiment provides accurate data for evaluation.

2: The experiment addresses some important aspects of the hypotheses, but omits others. The design of the experiment produces some errors in data collection or interpretation.

1: The experiment does not test the central question in the hypothesis. The experimental design is seriously flawed and collection of accurate data is unlikely.

Effective Communicator/Producer:

4: Clearly and effectively communicates the hypothesis, description of experiment, results and conclusion, and provides support that contains rich, vivid and powerful detail.

3: Clearly communicates the hypothesis, description of experiment, results and conclusion, and provides sufficient support and detail.

2: Communicates important information about the experiment but lacks focus and structure.

1: Communicates information about the experiment in isolated pieces in a random fashion.

DB93

DRAFT

Scientific Process for Midwest Task

Statement of Problem: _____

Hypothesis:

1. _____
2. _____
3. _____
4. _____
5. _____

Hypothesis: _____

Method: _____

Results: _____

Conclusion: _____

Reflection: _____

DB93

HONORS ENGLISH SEMESTER EXHIBITION

An arts and humanities portfolio

EXPECTED OUTCOME: Students will demonstrate their knowledge of an emotion as revealed through the humanities and/or the arts.

You are asked to select a familiar human emotion such as fear, envy, courage, longing, joy, anger, greed, jealousy, hope, despair, compassion or another emotion, subject to teacher approval.

RATIONALE: You will write a rationale which will state your emotion and your overview for the exhibition.

DUE DATE: _____

POINTS: 25

COMPONENTS OF YOUR EXHIBITION:

1. Write an essay in which you personally define your emotion drawing upon your own and others' experiences. This will be graded using the Six Trait Scale.

   MINIMUM WORDS: 500

   FORM: Typed

   DUE DATE: _____

   POINTS: 150

2. Create an original expression of your definition. Examples include an original
   piece in a language other than English
   drawing, painting or piece of sculpture
   photographic display
   video or film
   short story, poem, play, screenplay
   pantomime
   dance
   musical composition

   CONFERENCE TIME(s):_____

   CONFERENCE POINTS: 25

   FINAL DUE DATE: _____

   FINAL FORM: PRODUCTS SHOULD BE PRESENTED, TYPED IF MANUSCRIPTS, VIDEOTAPED IF PERFORMANCES

   POINTS: 200

3. EXHIBITION. Select at least five examples from the humanities and the arts which are representative of the emotion you have chosen. Of these selections, you must include

a novel
a poem
an essay

The remaining selections may be of your choice.

Your selections will be incorportated into an oral presentation. In this presentation, you should

a. Discuss the relationship between the above examples
b. Demonstrate an understanding of the emotion and its different aspects.
c. Relate the emotion to a current universal issue
d. Form a statement of belief about your particular emotion and the human condition.

PRESENTATION TIME: Minimum 20 minutes/Maximum 25 minutes

METHOD OF EVALUATION: You will be evaluated by a panel of three judges. You may choose an area of expertise from which one of the judges will be selected.

You will be given a copy of the rubric judges will use when evaluating your presentation.

PRESENTATION DATES:_____

Appointments for your presentations will be scheduled after school during this time. Because of time limitations, appointment times must be strictly adhered to.

You will be given a copy of the rubric judges will use when evaluating your presentation.

YOU MUST HAVE THE FOLLOWING AS PART OF YOUR EXHIBITION. Each judge must receive a portfolio containing

--a copy of your essay of definition
--a copy of each of your examples
--a copy of your bibliography of all works used
--Either a video of part 2 if a performance or the actual product, 3 copies if manuscript form

SENIOR EXHIBITION RUBRIC

I. KNOWLEDGEABLE PERSON 30%

Did you demonstrate your knowledge of the emotion?

4 The student proves an understanding of the relationship between the emotion, its aspects, and his/her selections by the use of insightful interpretations and analogy. His/Her examination of the works goes beyond literal interpretation.

3 The student proves an understanding of the relationship between the emotion, its aspects, and his/her selections through a knowledgeable discussion of the selections.

2 The student discusses his/her selections, although (s)he may fail to establish a connection between the selections and the emotion, and/or (s)he may demonstrate a weakness in literary comprehension of his/her selections.

1 The student fails to establish a connection between the selections and the emotion and/or reveals a lack of literary comprehension.

II. SELF-DIRECTED LEARNER 20%

Did you relate the emotion to a current universal issue?

4 The student cites a variety of sources to clearly establish a relationship between the emotion and a current universal issue, using specific examples, reasons, details, and other pertinent information.

3 The student relates the emotion to a current universal issue by using specific examples, reasons, details and other pertinent information.

2 The student attempts to relate the emotion to a current universal issue but fails to make a clear connection and/or does not provide adequate support for the claim through specific examples, reasons, details and other pertinent information.

1 The student is unable to relate the emotion to a current universal issue.

III. COMPLEX THINKER 20%

Did you establish a relationship between your emotion and humankind?

4 The student establishes the relationship between the emotion and humankind by forming a statement of belief which clearly and coherently explains the belief. His/her statement of belief uses details, examples and goes beyond literal discussion.

3 The student establishes the relationship between the emotion and humankind by forming a statement with a clear and coherent explanation.

2 The student tries to establish the relationship between emotion and humankind but fails to make a solid connection and/or has developed a statement that is unclear or inappropriate.

1 The student does not establish a relationship between the emotion and humankind.

IV. CREATIVE PRODUCERS 30%

Did you complete all the components of the Exhibition?

4 The student completes all components of the exhibition such as being organized, prepared, punctual and producing appropriate portfolios. The exhibition is so thoroughly complete that there is no misunderstanding of any of the concepts of the exhibition. The exhibition shows such fluidity in the presentation that the audience becomes involved.

3 The student completes all components of the exhibition such as being organized, prepared, punctual and producing appropriate portfolios. The exhibition reflects such evidence of effort so that only minor questions are needed to understand the exhibition. The student communicates effectively to the identified audience.

2 The student completes most components of the exhibition but may show evidence of being unorganized, lack of preparation, or not punctual. The student may produce incomplete portfolios. The exhibition reflects careless work and is inadequate in communicating the concepts.

1 The students completes few of the components of the exhibition, presents sloppy work with little evidence in preparation or effort. The exhibition is so incomplete that there is no understanding of any of the exhibition's concepts.

JUNIOR PORTFOLIO TABLE OF CONTENTS:

I. Teacher Requirements
   A. Timed in-class writings
   B. Research Paper
   C. Critical Analysis
   D. Research Paper
   E. Reflective Piece
   F. Literary Analyses Ranking and Rationale
   G. Revision (Any piece you wish to edit/revise

II. Your Choice (Anything you wish to leave in your portfolio that isn't required or anything you wish to put in your portfolio which was from another class)

III. Personal Pieces (Anything you wish to put in your portfolio which wasn't a graded assignment in any class)

INTRODUCTION ASSIGNMENT

Your introduction to your portfolio should do the following:

1. Discuss your strengths and weaknesses as a writer, looking at and referring to specific pieces in your portfolio.

2. Discuss your growth as a writer, looking at and referring to specific pieces from the beginning of the year to the end.

3. Select and discuss, providing a rationale for each:
   A. Your most important or meaningful piece
   B. Your best piece
   C. Your least effective piece

4. Discuss your writing process--what steps do you go through in order to complete a writing assignment, from start to finish. Are there things y u wish you did differently? Discuss them. What steps do you do especially well? Explain.

5. How you benefitted from the writing projects in this

class. At this point, how do you feel about yourself as a writer? Explain. What could we have done that might have helped you grow more as a writer?

AND FINALLY... Make a typed list of all the books you have read since your freshman year. There is a list in the basket to help you remember from last year. DO NOT panic if you can't remember everything. Don't forget other classes, books you read for research/exhibition/leisure. This list is to be pasted on the inside front cover of your portfolio.

Your portfolio is your semester test. It will be evaluated by me, by you and by your parents or another interested adult. Your portfolio must be completed with your evaluation and the adult evaluation by _____. I will evaluate it based on the following:

Completeness	10 points
Organization	10 points
Presentation	5 points

Evaluation of Introduction, Reflective Piece, and Ranking and Rationale will be done with the Six Trait Analytical Rating Guide.

WE WILL MEET DURING THE SEMESTER TEST SCHEDULE. YOU WILL BE WRITING AN EVALUATION OF HONORS ENGLISH 11.

Dear Parents:

One of the ways your child will be assessed in English 9 at Maize High School is through his writing portfolio. This portfolio is a compilation of your son or daughter's writing throughout the year designed to show his or her progress as a writer.

In addition to the student's collection itself, the assessment includes self-evaluation, teacher evaluation and parental response. It is our belief that your positive, specific comments in regard to your student's writing is a valuable part of this process.

I encourage you to discuss your child's writing with him or her. I believe parental input strengthens the way students see themselves as writers. Research indicates that students become more conscious of themselves as writers when they share their writing.

The portfolio assessment will be a part of your student's semester test grade, and your response will count for 20 points of that grade.

I hope that this experience will be a positive one for you and your student, and that it enhances your student's growth as a writer.

Sincerely,

Polly Welsh

Polly Welsh

PARENTAL RESPONSE SHEET

Use this page to make positive and specific comments about your child's portfolio. We value any comments you make about your student's writing. You may wish to respond to the following areas of evaluation or to areas of your own choice. Remember there is no right or wrong response.

Do any of the pieces catch your interest?

What surprises you?

What impresses you?

Which piece is the best and what makes it the best?

What writing made you think of a personal experience?

What do you want to know more about?

Parental signature_____

YOUR STUDENT'S PORTFOLIO ALONG WITH THIS RESPONSE MUST BE RETURNED NO LATER THAN_____.

CRY THE BELOVED COUNTRY

TASK:

You are vice president in charge of foreign franchising for your corporation. Your company is interested in establishing a franchise in Johannesburg, South Africa. You have been sent there to determine the feasibility of such a move.

After spending several months in Johannesburg researching the area, you write a letter to your boss indicating your decision for or against establishing a franchise in South Africa.

Identify the criteria you used in coming to your decision. Be sure to give vivid details and elaboration when discussing each criteria.

Include a discussion of any difficulties or injustices you may have experienced or witnessed and describe your feelings about them and their implications for your decision. These experiences may be real or fictitious or a combination of the two as long as they accurately represent conditions in South Africa.

It is essential that your letter reveals your understanding of the political, social, economic and human rights (emotional) aspects of apartheid and your knowledge and understanding of the current conditions in South Africa.

(Revised 10/93)

CRY THE BELOVED COUNTRY TASK RUBRIC

KNOWLEDGEABLE PERSON

Do I reveal a depth of understanding of the social, economic, political and emotional aspects of apartheid and the current conditions in South Africa by providing rich, vivid and powerful detail and elaboration?

4 The student displays a thorough understanding of the social, economic, political and emotional aspects of apartheid and current conditions in South Africa through powerful detail and elaboration.

3 The student displays an understanding of the social, economic, political and human rights aspects of apartheida and the current conditions in South Africa. However, detail and elaboration are not as strong as they could be.

2 The student does not reveal an understanding of all aspects of apartheid. Details on the aspects discussed may be well developed through details and elaboration or may be lacking strength of detail.

1 The student not only does not reveal any real understanding of all aspects of apartheid and the current conditions in South Africa, but may actually demonstrate severe misconceptions. Supporting details either are weak or not present at all.

_____ X 10 = _____

EFFECTIVE COMMUNICATOR

Do I express my ideas clearly by my use of proper conventions and organization?

4 The student demonstrates skillful use of a variety of communication strategies to inform and persuade; work reflects creativity or originality; clearly and effectively communicates an idea or belief.

3 The student demonstrates an ability to communicate for a variety of purposes, such as to inform and persuade in the communication of an idea or belief.

2 The student communicates effectively for a limited number of purposes; produces some confusion or uncertainty in communication of an idea or belief.

1 The student demonstrates difficulty communicating for any purpose; produces messages that do not convey ideas.

_____ X 5 = _____

COMPLEX THINKER: DECISION MAKER

Do I select important and appropriate criteria with which to assess the identified alternatives (to locate or not to locate in South Africa)? Am a accurate in my assessment of how important the idetified criter are to my decision?

4 The student clearly and completely identifies the most important criteria to be considered in making the decision of whether or not to locate a franchise of the company in South Africa. The criteria are presented in detail and reflect an unusually thorough understanding and concern for the conditions of apartheid which will affect the decision.

3 The student clearly identifies criteria to be used in making the decision of whether or not to locate a franchise of the company in South Africa. With no significant exceptions, the criteria are appropriate and important to the decision.

2 The student correctly identifies the principle criteria to be considered in making the decision of whether or not to locate a franchise of the company in South Africa. Some criteria might be omitted, or included criteria might not be important factors for consideration or entirely appropriate for the decision task.

1 The student does not specify any appropriate criteria to be considered in making the decision of whether or not to locate a franchise of the company in South Africa.

_____ X 10 = _____

TOTAL POINTS _____/ 100 possible = _____

Rubric For Oral Presentation With Books

Objective: The student will select a book on his/her reading level and take an oral presentation about the book to the rest of the class. Book talk will include:

"4" Book title, author, characters, plot (what happened), resolution, and recommendation. Speaker makes eye contact with the audience, speaks clearly, uses notes.

"3" Book title, author, characters, plot, resolution. Speaker makes some eye contact with the audience, speaks clearly, may use some notes.

"2" Book title, author, main character, most of the plot, part of the resolution. Speaker makes little eye contact, speaks in a very soft voice uses no notes.

"1" Book title, author, a character, some of the plot. Speaker makes no eye contact, is barely audible and acts like he/she has not read the book.

Oral Book Talk Checklist

Name_____ Date_____

Title of Book_____ Author_____

____Characters

____Plot (What Happened)

____Resolution

____Recommendation

____Makes Eye Contact

____Speaks Clearly

____Uses Notes

Comments: _____

_____

_____

_____

Oral Reading Fluency Rubric

"4" Reads one-hundred fifty words per minute with no more than two errors. Reading is smooth without hesitations, repetitions, omissions, or losing one's place. Uses punctuation and expression. Understands what was read.

"3" Reads one-hundred words per minute with no more than two errors. Reading is smooth without hesitations, repetitions, omissions, or losing place. May overlook some punctuation, but reads with expression. Understands what was read.

"2" Reads seventy-five words per minute with no more than four errors. Reading is faulty with some hesitations, repetitions, omissions, or lose of place. May read through punctuation with little expression. Understands some of what was read.

"1" Reads fifty words per minute with no more than four errors. Reading is word by word with hesitations, repetitions, omissions, and lose of place. Uses no punctuations and reads in a monotone. Understands little of what was read.

ORAL READING FLUENCY CHECKLIST

Name_____ Date_____

No. Words Read Per Min._____ No. Pronounciation Errors_____

Hesitations_____ Repetitions_____ Omissions_____ Loses

Reading Place_____ Uses Punctuations Correctly_____ Reads

With Expression_____ Knows Main Idea_____ Gives Details_____

Comments_____

_____

_____

_____

Group Discussion Rubric

OUTCOME: To have students demonstrate correct group discussion skills. The students will

"4"
a. Speak clearly with a volume that can be heard by all members of the group (not too loud or too soft).
b. Use comments that always focus on the topic.
c. Demonstrate good speaking/listening behaviors. Maintain eye contact.
d. Contribute to the discussion--share ideas, ask questions, use praise statements, and encourage others all the time.
e. Use consideration for others--don't interrupt.
f. Take turns.

"3"
a. Speak so can be heard by all members of the group (volume).
b. Use comments that mostly relate to the topic.
c. Demonstrate some good speaking/listening behaviors. Maintain eye contact most of the time.
d. Contribute to the discussion--share ideas.
e. Use consideration for others--seldom interrupts
f. Waits for his/her turn.

"2"
a. Speak inappropriately sometimes. Too loud/too soft.
b. Use comments that seldom relates to the topic.
c. Demonstrate few speaking/listening behaviors. Very little eye contact.
d. Seldom contributes to the discussion--nothing to share.
e. Seldom is considerate of others--uses some put downs
f. Seldom wait his/her turn. Interrupts.

"1"
a. Speak inappropriately constantly. Too loud/soft.
b. Use comments consistently that do not relate to the topic.
c. Demonstrate inappropriate speaking/listening behaviors. Poor facial expressions, no eye contact.
d. Never contribute to the discussion.
e. Demonstrate inconsideration of others--uses many put downs.
f. Interrupt others constantly.

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Group Discussion Checklist

Name_____ Date_____

_____Voice Volume

_____Comments on topic

_____Speaking/Listening Behavior

_____Contribution to Discussion

_____Consideration of Others

_____Interruptions

Name	Volume	Comments	Behaviors	Contribution	Consideration	Interruption
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

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